

Great Falls Elementary

301 Dearborn Street
Great Falls, South Carolina 29055

Grades	PK-4 Elementary School	
Enrollment	406 Students	
Principal	Jerry Digh	803-482-2214
Superintendent	Dr. Barry E. Campbell	803-385-6122
Board Chair	Mrs. Denise C. Lawson	803-581-6224

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	25	65	17	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Good	N/A
2003	Average	Below Average	No
2004	Average	Unsatisfactory	No
2005	Below Average	Below Average	No

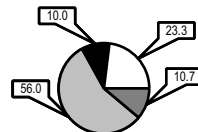
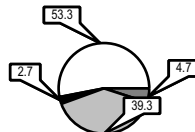
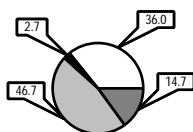
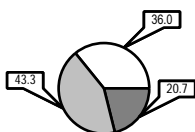
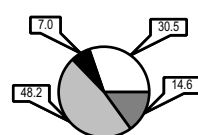
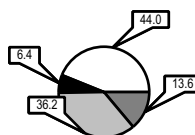
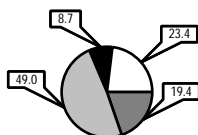
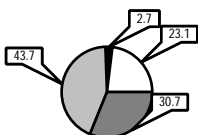
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	158	99.4	35.6	43.6	20.8	0.0	32.9	Yes	Yes
Gender									
Male	92	100.0	39.8	39.8	20.5	0.0	30.7		
Female	66	98.5	29.5	49.2	21.3	0.0	36.1		
Racial/Ethnic Group									
White	103	99.0	26.3	46.3	27.4	0.0	43.2	Yes	Yes
African American	55	100.0	51.9	38.9	9.3	0.0	14.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	126	100.0	26.3	48.3	25.4	0.0	39.8		
Disabled	32	96.9	71.0	25.8	3.2	0.0	6.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	158	99.4	35.6	43.6	20.8	0.0	32.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	158	99.4	35.6	43.6	20.8	0.0	32.9		
Socio-Economic Status									
Subsidized meals	92	98.9	45.9	45.9	8.2	0.0	17.6	No	Yes
Full-pay meals	66	100.0	21.9	40.6	37.5	0.0	53.1		

Mathematics – State Performance Objective = 36.7%									
All Students	158	99.4	35.6	47.0	14.8	2.7	30.2	Yes	Yes
Gender									
Male	92	100.0	36.4	45.5	13.6	4.5	28.4		
Female	66	98.5	34.4	49.2	16.4	0.0	32.8		
Racial/Ethnic Group									
White	103	99.0	25.3	51.6	18.9	4.2	40.0	Yes	Yes
African American	55	100.0	53.7	38.9	7.4	0.0	13.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	126	100.0	27.1	51.7	17.8	3.4	37.3		
Disabled	32	96.9	67.7	29.0	3.2	0.0	3.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	158	99.4	35.6	47.0	14.8	2.7	30.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	158	99.4	35.6	47.0	14.8	2.7	30.2		
Socio-Economic Status									
Subsidized meals	92	98.9	49.4	41.2	9.4	0.0	15.3	No	Yes
Full-pay meals	66	100.0	17.2	54.7	21.9	6.3	50.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	157	99.4	52.7	39.9	4.7	2.7	7.4
Gender							
Male	91	100.0	52.9	39.1	4.6	3.4	8.0
Female	66	98.5	52.5	41.0	4.9	1.6	6.6
Racial/Ethnic Group							
White	103	99.0	37.9	50.5	7.4	4.2	11.6
African American	54	100.0	79.2	20.8	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	125	100.0	45.3	45.3	6.0	3.4	9.4
Disabled	32	96.9	80.6	19.4	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	157	99.4	52.7	39.9	4.7	2.7	7.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	157	99.4	52.7	39.9	4.7	2.7	7.4
Socio-Economic Status							
Subsidized meals	92	98.9	72.9	25.9	1.2	0.0	1.2
Full-pay meals	65	100.0	25.4	58.7	9.5	6.3	15.9

Social Studies							
All Students	157	99.4	22.3	56.8	10.8	10.1	20.9
Gender							
Male	91	100.0	24.1	55.2	9.2	11.5	20.7
Female	66	98.5	19.7	59.0	13.1	8.2	21.3
Racial/Ethnic Group							
White	103	99.0	15.8	53.7	14.7	15.8	30.5
African American	54	100.0	34.0	62.3	3.8	0.0	3.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	125	100.0	12.0	62.4	12.8	12.8	25.6
Disabled	32	96.9	61.3	35.5	3.2	0.0	3.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	157	99.4	22.3	56.8	10.8	10.1	20.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	157	99.4	22.3	56.8	10.8	10.1	20.9
Socio-Economic Status							
Subsidized meals	92	98.9	35.3	57.6	5.9	1.2	7.1
Full-pay meals	65	100.0	4.8	55.6	17.5	22.2	39.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	94	100.0	29.3	45.7	20.7	4.3	25.0
	4	68	100.0	26.5	58.8	14.7	N/A	14.7
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	69	98.6	29.9	40.3	29.9	0.0	29.9
	4	89	100.0	40.2	46.3	13.4	0.0	13.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	94	100.0	38.0	53.3	5.4	3.3	8.7
	4	68	100.0	30.9	52.9	13.2	2.9	16.2
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	69	98.6	23.9	55.2	19.4	1.5	20.9
	4	89	100.0	45.1	40.2	11.0	3.7	14.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	69	98.6	46.3	46.3	6.0	1.5	7.5
	4	88	100.0	58.0	34.6	3.7	3.7	7.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	69	98.6	20.9	52.2	14.9	11.9	26.9
	4	88	100.0	23.5	60.5	7.4	8.6	16.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 406)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	7.0%	Down from 11.2%	3.6%	3.0%
Attendance rate	95.6%	Up from 94.6%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.7%	Up from 10.5%	3.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%	Down from 1.8%	3.3%	3.2%
Eligible for gifted and talented	7.0%	Up from 6.0%	9.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.3%	Up from 12.9%	8.9%	8.2%
Older than usual for grade	5.4%	No change	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Down from 3.9%	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	65.6%	Down from 71.9%	50.0%	52.6%
Continuing contract teachers	71.9%	Down from 90.6%	84.0%	83.3%
Highly qualified teachers	90.0%	Down from 96.2%	94.7%	93.5%
Teachers with emergency or provisional certificates	6.9%	Up from 3.3%	0.0%	0.0%
Teachers returning from previous year	79.5%	Down from 83.9%	87.0%	87.0%
Teacher attendance rate	95.4%	Up from 93.8%	94.8%	95.0%
Average teacher salary	\$44,230	Down 0.9%	\$41,112	\$41,703
Prof. development days/teacher	11.5 days	Up from 9.6 days	13.2 days	12.8 days
School				
Principal's years at school	1.0	Down from 15.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 18.6 to 1	18.4 to 1	18.8 to 1
Prime instructional time	90.0%	Up from 87.7%	89.1%	89.8%
Dollars spent per pupil*	\$6,399	Down 5.3%	\$6,126	\$6,242
Percent of expenditures for teacher salaries*	71.1%	No change	64.8%	65.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	97.9%	Down from 99.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Great Falls Elementary School is for teachers, administrators, parents, and the community to join together in sharing the responsibility for providing challenging and successful opportunities for all students, enabling them to become lifelong learners and well-rounded, productive citizens who treat others with dignity and respect.

Great Falls Elementary School is a Title I school serving approximately 445 students in pre-kindergarten through fourth grades and is accredited by the Southern Association of Colleges and Schools. Sixty-two percent of our students qualify for free/reduced-price meals. The ethnic composition of the school is 61% Caucasian and 29% African American. Forty percent of teachers in grades one through four are National Board Certified teachers.

Among district changes implemented during the 2004-05 school year are the Rigby Reading series that emphasizes the five components of a Reading Program designated by the National Reading Association and the Dominic Reading and Writing Assessment which gives teachers information about how students comprehend, hear sounds in words, and student writing progress.

Perhaps the most important district initiative is the implementation of the Measures of Academic Progress (MAP) in grades 2-10 to assess student progress toward state standards in the areas of Mathematics, Language Usage, and Reading. MAP provides objective-specific feedback on individual students, and through the DesCartes Learning Continuum, teachers are able to access specific objectives in each learning strand of PACT. Overall, the main areas of strength for Great Falls Elementary School this year are Algebra in grades 2 and 3 Mathematics and Punctuation in grade 2 Language Usage. Areas of concern are Composition Structure in grade 2 Language Usage and Numbers and Operations in grade 3 Mathematics.

Title I, in addition to funding certain salaried positions, also provided funding for math and science materials for the Parent Lending Library, Home Links and Study Links in grades 3 and 4 Mathematics, and a consultant to visit the school and provide feedback regarding school-wide procedures.

Academic Assistance funds are utilized in grade four to provide enrichment in language arts and mathematics in order to move more students to the levels of Proficient and Advanced on PACT. Comprehensive Remediation is offered each year to every student who scores Below Basic on language arts and mathematics on PACT. Tutoring is offered both before and after school.

Two additional after-school programs offer assistance to students, sponsored by Communities in Schools and Safe Schools/Healthy Students grants. The 21st Century Community Learning Center program offers homework help, recreation, a nutritious snack, 4-H Club, and arts and crafts activities to 40 students. Families and Schools Together (FAST) targets first graders and self-contained students and their families in an intensive 8 week program, featuring Special Play, Adult Group Time, Scribbles, dinner prepared by one family each week, and a gift basket for one family each week.

The Heartwood Curriculum, recognized by the National Schools of Character, is implemented school-wide for character education. Service Learning projects for this school year included raising over \$6,800 for the American Heart Association through the Jump Rope for Heart program, nearly \$350 for the victims of the Indian Ocean Tsunami, and Christmas treat bags for a local rest home.

Jerry Digh, Principal

Nancy Carpenter, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	76	57
Percent satisfied with learning environment	77.8%	79.5%	80.7%
Percent satisfied with social and physical environment	100.0%	83.6%	82.5%
Percent satisfied with school-home relations	70.4%	82.4%	80.4%

*Only students at the highest elementary school grade level at this school and their parents were included.